Classroom Collection Evaluation

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Collection Development

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According to the Brunswick Chamber of Commerce, in 1771 the Royal Province of Georgia bought land owned by Mark Carr and constructed the city of Brunswick in the same grid style fashion as Savannah, Georgia. Brunswick Georgia is located approximately 69 miles south of Savannah, Georgia and 30 miles north of the Florida state line. Included in the Brunswick Metropolitan Area are the barrier islands, Jekyll Island, Little St. Simons Island, St. Simons Island, and Sea Island. Tourism is the leading industry in the area and it is estimated that 1.5 million tourist visit the Brunswick, Golden Isles area annually. As witness to its English heritage and with ties to the Civil War, many streets within the City limits are named for townships in the United Kingdom and for historical confederate figures. With that in mind, Burroughs Molette Elementary is located at 1900 Lee Street, only three blocks away from one of the main streets, Gloucester Street.

I am employed by the Glynn County School System and have been placed at Burroughs Molette Elementary School. Burroughs Molette Elementary is one of ten elementary schools located in Brunswick, Georgia. In addition to the elementary schools located in this county are three middle schools, two alternative schools, one pre-kindergarten facility, one career academy, and two high schools. Burroughs Molette Elementary, better known as BME, opened in 1965 as both an elementary school and a junior high school joined together by a cafeteria that served the two schools. Five years later, the two schools were merged together and became the home of all seventh grade students in Glynn County. In 1975, BME returned to its elementary roots serving grades one through five and in 1980 added kindergarten. From September 1980 until June of 2008 Burroughs Molette Elementary served students in grades kindergarten through fifth. During the summer of 2008, teachers and staff from the Family and Children Educational Services (F.A.C.E.S.) moved into the Molette side of the school. Currently that side of the building is home to 16 Georgia Funded Pre-Kindergarten classes and the Burroughs side is home to 435 elementary students. Serving these students are one principal, two assistant principals, 42 certified staff members, and 18 classified employees.

According to the 2000 census report, the population for the zip code (31520), in which the school resides, was 21,796. 51% of the population recorded at the time were of African American decent, 42% Anglo Americans, 5% Hispanic, and 2% being multiracial or of other racial backgrounds. At the time10,357 of the population were listed as males and 11,439 listed as females with 13,640 age 25 and up. Educational levels of individuals age 25 and up were recorded as 11.7% having less than a 9th grade education, 20.5 % as having a 9th -12th grade education without graduating, 33.9% being high school graduates, 19% having attended some college, 4.2 % having an associate degree, 7% a bachelors degree, and 3.8 % possessing a graduate or professional degree.

Of the 435 students at BME, 52 of the students are being served in the Early Intervention Program (EIP) for reading, 43 mathematics, and 114 both reading and mathematics. At this time, all EIP students are being served in the classroom and are being taught in small groups and in many cases assisted by one of the 18 classified staff members during the reading language arts block. 91 third through fifth grade students are being served in a pullout intersession program in the subject areas of reading and mathematics which is taught by certified EIP and rotation teachers. Because the school has been listed as a Needs Improvement Level Two (NI2) many of the students receive additional support in both reading and mathematics in our afterschool program which is conducted by more than five outside agencies such as BridgeHaven, Century 21, etc.

The targeted grade level for this assignment is fifth grade students. Represented in the fifth grade this year are 68 students who have been assigned to four separate classrooms. Of the four classrooms, one classroom has been designated as an ESOL classroom, two of the classrooms have three or more special education students (only one classrooms is use as a special education collaboration class), and the final a regular education classroom. Each classroom has 17 students assigned to the homeroom teacher. At present there are two students who receive gifted services. Ironically enough, both of these students are Hispanic males. Demographics for each classroom is listed in the table below.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Classroom 1 | Classroom 2 | Classroom 3 | Classroom 4 | | African American | 15 | 15 | 16 | 9 | | Hispanic | 1 | 1 | 1 | 8 | | Anglo American | 0 | 1 | 0 | 0 | | Multi Racial | 1 | 0 | 0 | 0 | | EIP Reading | 7 | 8 | 11 | 9 | |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Curriculum Review**

The emphasis of this Collection Development Activity is center around the fifth grade social studies Georgia Performance Standard SS5H1 a-e. This performance standard states:

**SS5H1 The student will explain the causes, major events, and consequences of the Civil War.**

a. Identify Uncle Tom’s Cabin and John Brown’s raid on Harper’s Ferry, and explain how each of these events was related to the Civil War.

b. Discuss how the issues of states’ rights and slavery increased tensions between the North and South.

c. Identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, and Appomattox Court House.

d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas “Stonewall” Jackson.

e. Describe the effects of war on the North and South. (Georgia Department of

Education ,2005)

Activities contained within the Georgia Social Studies Frameworks for assessment of this standard include reading biographies of Harriet Beecher Stowe and John Brown and portraying the events of the Harper’s Ferry Raid, as well as being familiar with the book Uncle Tom’s Cabin. Additional activities suggested are researching major Civil War battles and then taking on the role of reporters and reporting on events that took place, reading and watching informational materials about the Civil War then comparing and contrasting the different leaders. (Georgia Department of Education, 2005) Resources suggested for use with the activities include using books and videos from the media center, maps, textbook, United Streaming videos, and various websites.

**Collection Review**

After identifying the standard to be used for my collection review, I sifted through each element represented in the standard to identify key individuals, words, and terms used in the standard. Listed below are the items I selected.

|  |  |
| --- | --- |
| SS5H1a | Uncle Tom’s Cabin, John Brown, Harper’s Ferry |
| SS5H1c | Fort Sumter, Gettysburg, Atlanta Campaign, Sherman’s March to the Sea Appomattox Court House |
| SS5H1d | Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas Stonewall Jackson |

My next action was to log onto the school website and use Destiny to search for items contained in the BME media center. Results from my search render the following:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Subject | # Titles | Books | Video | Safari Montage | Sources Available |
| Civil War | 130 Titles | 215 | 14 | 37 | 242 |
| Abraham Lincoln | 25 Titles | 53 | 1 | 1 | 55 |
| Robert E. Lee | 3 Titles | 1 |  | 2 | 3 |
| Ulysses S. Grant | 5 Titles | 3 |  | 2 | 5 |
| Stonewall Jackson | 2 Titles |  |  | 2 | 2 |
| Jefferson Davis | 4 Titles | 13 |  | 1 | 14 |
| States Rights | 2 Titles | 1 |  | 1 | 2 |
| Slavery | 25 Titles | 33 |  | 9 | 36 |
| Fort Sumter | 4 Titles | 2 | 2 | 1 | 5 |
| Gettysburg | 9 Titles | 18 | 1 | 1 | 19 |
| Sherman’s March to the Sea | 1 Title |  |  | 1 | 1 |
| Harper’s Ferry | 2 Titles |  |  | 2 | 2 |
| Uncle Tom’s Cabin | 1 Title | 1 |  |  | 1 |
| John Brown | 18 Titles | 4 | 1 | 15 | 20 |

After completing the chart above, I looked over each subject area to see if any of the titles were crossed referenced with another topic. Completion of my search showed 41 of the 231 titles were referenced under another topic. Once the duplicates were marked off of my list, I went about the task of locating and examining the books listed. Initially I thought this would be an easy processed. Because of the way the books in the media center are arranged, I found myself walking back and forth across the room trying to locate many of the books. According to the Destiny system, many of the books I was looking for were listed as AR books. Our media center has AR books shelved in their own section. As my frustration mounted, the media secretary approached and asked if I needed help. It was at this point I learned that although books are listed as AR, it will only appear in the AR section if the school has the rights to the test. Otherwise, it is shelved in one of the other sections of the library. Armed with that knowledge, I set out for the easy section to find some of the books I could not find in the AR section. On many occasions I was not able to locate the book. When I was lucky enough to find one of the AR listed books in the AR section, I had to scour the shelf because none of the books were in alphabetical order according to the author.

With limited time available for me to spend in the media center, I accepted the help of the secretary and left the job of searching, pulling, and replacing the titles on my list to her capable hands. She was able to find all but 27 of the book titles from the list. In a conversation that took place while I scanned the books she had pulled, I learned that missing titles are very common and that an inventory of the library has not taken place in more than eight years. Examination of the books revealed that more than 90 percent of the books related to performance standard SS5H1 are in mint to very good condition and in need of a good dusting. The only books that were showing signs of wear were the American Girl Series of Addy. This is because every year an Addy Walker Book Club event takes place where the majority of fifth grade female students read each of the six books in the series.

After noting the condition of the books, I returned to my list and completed the availability part of my collection table. It was at this point, I discovered that out of 344 books listed in the Destiny system, only 31 were listed as unavailable and of that 31, all but three were Addy books. (The Addy Book Club is currently in progress!) Closer examination of the book level of the books listed ranged from 2.1 to 8.0 with the following breakdown of reading level.

|  |  |
| --- | --- |
| Book Level | Amount |
| Level 6/up | 33 |
| Level 5 | 27 |
| Level 4 | 25 |
| Level 3 | 20 |
| Level 2 | 8 |

My next step was to look at copyright dates for the books and videos in the BME collection. I found the earliest book copyright date to be 1964 and the latest as being 2007. As for the VHS/DVD and Safari Montage videos, the earliest date was 1984, and the latest 2008. Recorded below are the results from my observation.

|  |  |  |
| --- | --- | --- |
| Copyright Date | Amount of Books | Safari Montage/VHS |
| 1964 – 1970 | 8 |  |
| 1971 – 1975 | 1 |  |
| 1976 – 1980 | 2 |  |
| 1981 – 1985 | 3 | 1 |
| 1986 – 1990 | 6 | 2 |
| 1991 – 1995 | 15 | 18 |
| 1996 – 2000 | 13 | 18 |
| 2001 – 2005 | 38 | 22 |
| 2006 - 2006 | 5 | 3 |

To complete the data portion of this project, I turned to the media secretary and ask for a report on the circulation of the books in general that were located in the media center. I also explained that I needed to find out the circulation rate of the individual books pertaining to the SS5H1 performance standard. She explained she was not able to create any reports. She continued her explanation by saying that with this year being the first year the school has operated on the Destiny system and because our school has been operating without a media specialist since October of this school year, she has not been properly trained on how to use the program. Once I learned of this, I called for help from the media specialist at the high school whom I had been referred to by the principal. She sent directions to the secretary. Afterwards a piece of paper was delivered to me by the media secretary. On the paper was a snapshot report of the media center indicating the media center houses 19,267 resources. A call placed to her, after receiving this information, rendered the knowledge that a breakdown in resources was not available.

After the receiving the disappointing news, I focused on another section of my plan, to see how well the physical resources related to the curriculum and to see how well the different cultures were represented. As I scanned the titles and skimmed page after page of the books pulled from our collection, I began to notice that many of the titles I had listed as having a reading level of grade 6 and up were historical fiction novels and reference books. I was elated because I knew at that the students would be able to use the reference books to view the illustrations and photographs contained within the pages. I also knew that of the 33 titles in the group more than half could be utilized. Because the reading current reading levels of the fifth grade students averages between grades three and five, I began to focus my attention more heavily on the remaining items. With the remaining titles I found that 16 of these book focused more heavily on the reconstruction period which is represent in another performance standard. Sifting through the remaining items, I found many of the books to contain pictures and illustrations of events, participants, items used during this part of our history. I also found a balance between historical fiction, biographies, and reference titles. Additionally, I discovered many of these titles could cross reference multiple sections of the Dewey system.

Review of the titles, in this collection, revealed representation of multiple cultures. At the onset of my review, one fear I had was that the various cultures and socio-economic groups would be lacking. It was a pleasant surprise to see books within the three through five reading level discussing issues, events, and organizations such as the education of both blacks and whites; a progression of the education system for slaves before, during, and after the war both in the north and in the south; the Buffalo Soldiers; Union Soldiers from the west; the role of young adults such as the Drummer Boys; and the economic sides of the war. Moreover, I was happy to see that the collection included poetry (Walt Whitman), fictional diaries, as well as actual diary entries, scrapbook collections, letters, etc.

Please with the outcome of my reviews, I decided to look specifically at the dissection of key terms, events, and people I had completed at the onset of this project. I returned to the three though five collection and discovered that although many of the books referenced key battles but did not have a standing in the current collection. Some of the battles not represented were, The Atlanta Campaign, Sherman’s March to the Sea, and Fort Sumter. I also found many books on Abraham Lincoln, but not on Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas Stonewall Jackson. Books describing the effects of the war on the North and South and John Brown’s Raid on Harper’s Ferry were in the collection, but no representation was found for Uncle Tom’s Cabin or Harriett Beecher Stowe. Armed with this information, I listed out the needs for the SS5H1 performance standard.

**Collection Needs**

* Books published within the past 10 years that specifically address the battles and campaigns represented in the performance standard.
* Books published within the past 10 years that specifically address the roles of the historical figures represent in the performance standard.
* Audio visual materials such as read alongs, playbacks, ebooks, and DVD’s to address the audio/visual learners.
* Audio books for the American Girl Series Addy
* Books from the American Girl Series Addy.
* Videos for student checkout
* Additional Multicultural Books

**Budget Summary**

Having an understanding of the items, which are located in the BME Media Center, for the SS5H1 Georgia Performance Standard, helped in my search for new sources to add to the existing collection. My concentration for this collection focused heavily on the Follett Library Resources (TitleWave) Collection, as this site was recommended as a primary vendor for the Glynn County School System.

To establish a more thorough media resource basis, an array of books representing multiple genres were researched and listed. The majority of items selected are from the 973.7 Dewey Decimal call number, as this section was determined to be the one in most need of updating. In addition to the book series selected are numerous audio visual materials such as playaways, read alongs, ebooks, and DVD’s. To update and enhance the current collection of materials addressing the SSH51 standard, I estimate the need for approximately $3,436.05. A viewing of the recommended items suggested for purchase is included as an additional excel document.

**Resources**

Brunswick Chamber of Commerce

U.S. 2000 Census

Glynn County Board of Education

Titlewave

Amazon

National Geographic

Delaney Educational Supplies

Library Video Company

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